

Unit # 1 Title: Planning for Life

Lesson Title: Finding My Career Direction
3

Lesson: 1 of

Grade Level: 8

Length of Lesson: 30 minutes

Missouri Comprehensive School Counseling Big Idea:
AD.6: Developing and Monitoring Personal Plan of Study

Grade Level Expectation (GLE):
AD.6.A.08: Design a personal plan of study.

American School Counselor Association (ASCA) Mindsets and Behaviors:
Academic Development

Materials (include activity sheets and/ or supporting resources)

High School Vocabulary Sheet
Career Clusters Sheet
High school students/mentors to perform Pitfalls Skit
Student Career Folder
Paper and Writing Instrument

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

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|---|---|
| X | Goal 1: gather, analyze and apply information and ideas 8. organize data, information and ideas into useful forms (including charts, graphs and outlines) for analysis or presentation. 10. apply acquired information, ideas and skills to different contexts as students, workers citizens and consumers. |
| X | Goal 2: Acquire the knowledge and skills to communicate effectively within and beyond the classroom. 1. plan and make written, oral and visual presentations for a variety of purposes and audiences 6. apply communication techniques to the job search and to the workplace |
| X | Goal 3: recognize and solve problems 8. assess costs, benefits and other consequences of proposed solutions |
| X | Goal 4: make decisions and act as responsible members of society 5. develop, monitor and revise plans of action to meet deadlines and accomplish goals. 8. explore, prepare for and seek educational and job opportunities |

This lesson supports the development of skills in the following academic content areas.

| Academic Content Area(s) | Specific Skill(s) |
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| X Communication Arts | 1. speaking and writing standard English |
| Mathematics | |
| Social Studies | |

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| | Science | |
| | Health/Physical Education | |
| | Fine Arts | |

Enduring Life Skill(s)

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|---|--------------|---|--------------|---|-----------------|
| X | Perseverance | | Integrity | X | Problem Solving |
| | Courage | | Compassion | | Tolerance |
| | Respect | X | Goal Setting | | |

Lesson Measurable Learning Objectives:

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| The student will write a journal entry about one career cluster that matches his/her interests. |
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Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE.
Assessment can be question answer, performance activity, etc.

The student will write a journal entry about the career cluster of his/her choice.

Lesson Preparation**Essential Questions:**

- What special vocabulary will I need to know in high school and in the world of work?
- To what extent do choices made and opportunities missed or taken impact short and long-term goals?
- How does academic performance affect later career/education choices?

Engagement (Hook):

High school students perform skit Pitfalls

Procedures

| Instructor Procedures/Instructional Strategies: | Student Involvement/Instructional Activities: |
|--|---|
| 1. High school students, serving as mentors, will perform a skit entitled Pitfalls. | 1. Students watch presentation and then think of other pitfalls they might experience due to poor choices in middle school. |
| 2. Distribute High School Vocabulary Sheet. | 2. Students review and discuss their understanding of the High School Vocabulary Sheet. |
| 3. Counselor distributes and reviews the career clusters sheet and discusses post-secondary options. | 3. Students discuss the career clusters and post-secondary options. |
| 4. Counselor provides assistance and answers questions that students may have about choosing a career cluster. | 4. Students use the knowledge they have acquired to choose a career cluster that aligns with their current interests. |

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| 5. Counselor instructs students to write a journal entry personalizing the career cluster activity. | 5. Students write a journal entry personalizing the career cluster activity. |
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Teacher Follow-Up Activities

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| All student work should be filed in student's career folder or portfolio (or teacher identified filing process) for future use. |
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Counselor reflection notes (completed after the lesson)

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High School Vocabulary

Credits/hours

Graduation requirements

A+ Program

Prerequisite

Core elective

Core requirement

Elective

College prep class

Career cluster

Practical art

Fine art

GPA

Technical classes

Four to six year plan

Pitfalls

Student 1: What's the matter with you?

Student 2 (crying): My whole life is ruined! I just found out I may not get accepted into the school I want!

Student 1: Geez, what happened?

Student 2: Well, it seems that the school I want to go to expects me to have already taken algebra, algebra II, geometry, calculus and trigonometry...in high school!

Student 3: Hey! I know you're an excellent student. I sat behind you in geometry. I don't think you ever missed a single problem.

Student 2: Yeah, well that's after I woke up. I didn't do very well in sixth grade, so I was put in 7th grade math instead of pre-algebra....and that meant I had to take pre-algebra as an 8th grader....and so on! Next year, as a senior I will be one class behind to meet my career goal. Ugh!

Student 3: Well, all may not be lost. Sure, it would have been better if you had planned it all out, but according to the counselor there are other options. It might be as simple as just having to take a dual-enrollment class next year.

Student 2: Really?

Student 3: Well, you'd better ask the counselor, but I think it would work. Now if I had as easy a solution to my problem.

Student 1: What's the matter with you?

Student 3: Well, I would be earning all sorts of honors in vocational agriculture if I had entered the program as a freshman. Now, like her, I'm behind. I never thought it would make that much difference. I'll do well, but I could have done better if I had planned it all out ahead.

Student 1: Looks like planning is very important—kind of like Lewis & Clark as they made their way across the United States. Do you think they just started out every day of the expedition not knowing what course they would take.....just seeing where they happened to end up?

Student 2: I'm telling all my younger cousins and my little sister that planning is essential....and that what you do in middle school really *can* effect high school...even college!

Student 3: Well, don't forget to tell them to ask a counselor if in doubt. I've heard they're good at helping kids find their way.

Student 2: Oh don't worry...in fact I'm headed to see the counselor right now! Dual enrollment, huh?.....



Missouri Comprehensive School Counseling Programs:

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Linking School Success to Life Success